



## Honea Path Elementary

806 East Greer Street  
Honea Path, S.C. 29654

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	582 Students	
<b>Principal</b>	Mark Robertson	864-369-7612
<b>Superintendent</b>	Mr. Thomas T. Chapman	864-369-7364
<b>Board Chair</b>	Mrs. Brenda Cooley	864-369-7364

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

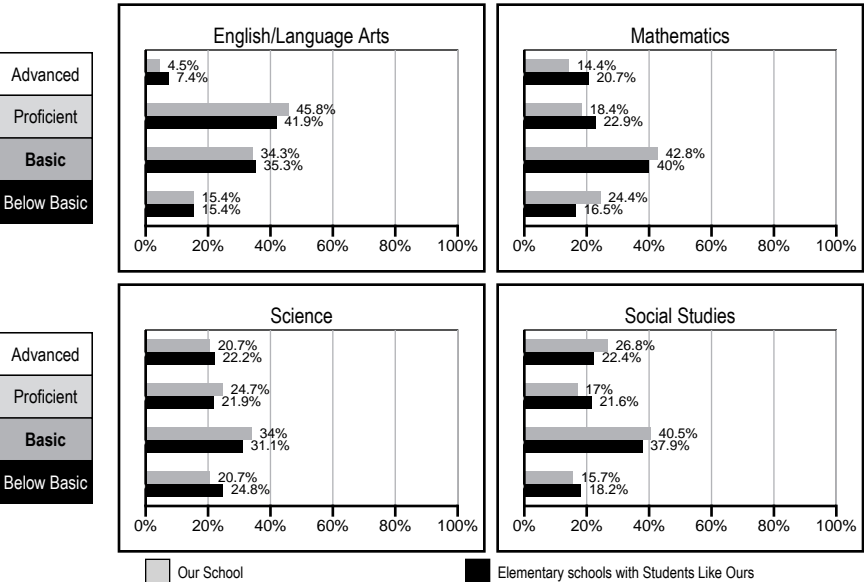
Percent of students tested in 2007-08 whose 2006-07 test scores were located 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	29	58	4	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=582)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Up from 3.6%	2.1%	2.3%
Attendance rate	96.1%	No Change	96.4%	96.3%
Eligible for gifted and talented	10.4%	Up from 10.2%	14.1%	10.4%
With disabilities other than speech	8.8%	Up from 6.9%	7.0%	7.5%
Older than usual for grade	2.3%	Up from 1.1%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	45.7%	Down from 47.1%	56.1%	56.7%
Continuing contract teachers	85.7%	Down from 91.2%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.3%	No Change	88.8%	86.4%
Teacher attendance rate	93.4%	Down from 99.5%	94.9%	94.9%
Average teacher salary	\$45,264	Up 5.6%	\$45,891	\$45,345
Professional development days/teacher	16.0 days	Down from 16.8 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.2 to 1	19.3 to 1	18.5 to 1
Prime instructional time	87.1%	Down from 95.3%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,782	Down 9.8%	\$6,387	\$7,052
Percent of expenditures for instruction*	74.8%	Up from 69.6%	69.8%	69.1%
Percent of expenditures for teacher salaries*	63.1%	Up from 61.4%	65.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## Report of Principal and School Improvement Council

HPE had a wonderful 2007-2008 school year! We have the best teachers and students, have great test scores, and we take great pride in being a community of learners. Students continue to come first at HPE!

We had a number of significant achievements at HPE this year. They are as follows: became an Exemplary Writing School 2006-2009; recognized by the State Department of Education for the sixth year in a row for Closing the Achievement Gap; had a 4th grade Chorus; continued to have Business Partners for each homeroom; had a highly successful Career Day; celebrated 3rd Annual Author's Tea; earned 40,000+ Accelerated Reader Points (a new school record); Quarterly Awards Day to recognize student achievement (Gr. 1-4); monthly Birthday Breakfast Celebrations; school received a 28 Mobile Laptop Station through a grant and district financing; 17 promethean and visual presenters are in the classrooms; Grits for Grandparents, Moms, and Dads Day were huge successes; Mrs. Karin Kelly was our 2007-2008 Teacher of the Year; Merit Academy/Afterschool Program; School-Wide Responsibility Program established; and Mentors for students.

It has been a year of accomplishment at HPE! Our school community is committed to providing an educational environment for our students that is exciting, standards-based, innovative, safe, and nurturing. We are proud to be a community of learners, and we provide an education that is second to none.

Mark Robertson, Principal  
Kathy Graham, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	98	86
Percent satisfied with learning environment	90.6%	88.8%	87.1%
Percent satisfied with social and physical environment	84.4%	77.3%	80.2%
Percent satisfied with school-home relations	87.5%	80.6%	73.3%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	215	100	15.5	33.3	44.9	6.3	59.4	54.5	48.2	Yes	Yes
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**Gender**

Male	103	100	19	33	42	6	54	49.3	41.7	N/A	N/A
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Female	112	100	12.1	33.6	47.7	6.5	64.5	59.8	55	N/A	N/A
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**Racial/Ethnic Group**

White	176	100	14.6	33.9	45	6.4	59.6	58.8	60	Yes	Yes
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African American	36	100	20.6	29.4	44.1	5.9	55.9	35.1	31.7	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	63.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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**Disability Status**

Disabled	36	100	41.2	29.4	14.7	14.7	38.2	24.8	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	108	100	19.8	40.6	34.7	5	48.5	42.8	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	215	100	24.2	42	19.3	14.5	48.3	55.5	45.8	Yes	Yes
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**Gender**

Male	103	100	23	36	26	15	55	56	45.6	N/A	N/A
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Female	112	100	25.2	47.7	13.1	14	42.1	54.9	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	176	100	23.4	41.5	20.5	14.6	49.1	58.9	59	Yes	Yes
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African American	36	100	29.4	44.1	14.7	11.8	44.1	38.5	26.9	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	73.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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**Disability Status**

Disabled	36	100	52.9	26.5	8.8	11.8	29.4	29.8	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	83.3	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	108	100	26.7	49.5	17.8	5.9	38.6	45.1	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	162	100	20.6	32.9	23.9	22.6	46.5	50.2	35.7	96.1	96.2
<b>Gender</b>											
Male	78	100	20	26.7	24	29.3	53.3	52.3	37.4	96.3	96.1
Female	84	100	21.3	38.8	23.8	16.3	40	48.1	33.8	95.9	96.2
<b>Racial/Ethnic Group</b>											
White	133	100	18.6	34.9	23.3	23.3	46.5	55.1	49.2	95.9	96
African American	27	100	32	24	28	16	44	28.2	17	97.2	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.8	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	61.5	24.9	91.9	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95
<b>Disability Status</b>											
Disabled	27	100	52	20	4	24	28	26.1	14	95.5	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.6	97.4
<b>Socio-Economic Status</b>											
Subsided meals	78	100	29.6	38	15.5	16.9	32.4	39.1	21.1	95.5	95.5

**Social Studies**

All Students	162	100	15.3	39.5	19.1	26.1	45.2	44.8	34	96.1	96.2
<b>Gender</b>											
Male	78	100	10.5	36.8	18.4	34.2	52.6	49	36.6	96.3	96.1
Female	84	100	19.8	42	19.8	18.5	38.3	40.7	31.3	95.9	96.2
<b>Racial/Ethnic Group</b>											
White	136	100	12.8	42.1	18.8	26.3	45.1	48.3	44.5	95.9	96
African American	24	100	26.1	26.1	21.7	26.1	47.8	30.7	19.1	97.2	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.8	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.5	91.9	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95
<b>Disability Status</b>											
Disabled	25	100	34.8	26.1	26.1	13	39.1	24.2	14.4	95.5	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.6	97.4
<b>Socio-Economic Status</b>											
Subsided meals	82	100	20.5	39.7	24.4	15.4	39.7	37.7	21	95.5	95.5

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	108	100	3.7	37.4	53.3	5.6	58.9
	4	108	100	9.5	48.6	39	2.9	41.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	11.7	29.1	50.5	8.7	59.2
	4	108	100	19.2	37.5	39.4	3.8	43.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	108	100	18.7	53.3	22.4	5.6	28
	4	108	100	13.3	38.1	30.5	18.1	48.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	22.3	44.7	20.4	12.6	33
	4	108	100	26	39.4	18.3	16.3	34.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	25.9	46.3	16.7	11.1	27.8
	4	108	100	18.4	36.9	28.2	16.5	44.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	17.6	27.5	37.3	17.6	54.9
	4	108	100	22.1	35.6	17.3	25	42.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	54	100	5.9	27.5	37.3	29.4	66.7
	4	108	100	21.4	46.6	24.3	7.8	32
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	11.3	30.2	22.6	35.8	58.5
	4	108	100	17.3	44.2	17.3	21.2	38.5
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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